

AL.1.1303
c-2

Questions Booklet

June 1999



English 33

Part B: Reading

Grade 12 Diploma Examination

Alberta
EDUCATION

Copyright 1999, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be purchased from the Learning Resources Distributing Centre.

Special permission is granted to **Alberta educators only** to reproduce, for educational purposes and on a non-profit basis, parts of this examination that do **not** contain excerpted material **only after the administration of this examination**.

Excerpted material in this examination **shall not** be reproduced without the written permission of the original publisher (see credits page, where applicable).

June 1999
English 33
Part B: Reading
Questions Booklet
Grade 12 Diploma Examination

Description

Part B: Reading contributes 50% of the total English 33 Diploma Examination mark.

There are 70 questions in the Questions Booklet and 9 reading selections in the Readings Booklet.

Time: 2 hours. This examination was developed to be completed in 2 hours; however, you may take an additional ½ hour to complete the examination.

Instructions

- Be sure that you have an English 33 Questions Booklet **and** an English 33 Readings Booklet.
- You may **not** use a dictionary, thesaurus, or other reference materials.
- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:


Which month has 31 days?

- A. February
- B. April
- C. November
- D. December

Answer Sheet

(A) (B) (C) ●

- Mark only one answer for each question.
- If you change an answer, erase your first mark completely.
- Answer all questions.



Digitized by the Internet Archive
in 2015

I. Read the excerpt from the short story on pages 1 to 3 of your Readings Booklet and answer questions 1 to 9.

1. In the context of the first paragraph, by using words such as “ill,” “huddled,” “thin,” “twisted,” and “frail” to describe Rene (lines 4 to 7), the writer characterizes him as a man who is
 - A. fearful of death
 - B. familiar with suffering
 - C. contemptuous of others
 - D. careless about appearances
2. That Rene’s life is “full of silences” (line 7) **most strongly** suggests his feelings of
 - A. shyness
 - B. emptiness
 - C. hopefulness
 - D. forgetfulness
3. The fact that Rene “plays with Susie” (line 12) and “catches her in midair and swings her round and round” (lines 14 to 15), even though he “didn’t need another child” (line 15), suggests that one aspect of Rene’s character is
 - A. cruelty
 - B. constancy
 - C. tenderness
 - D. carelessness
4. Lines 18 to 23 and lines 40 to 43 characterize Bella as being
 - A. disappointed in her family
 - B. determined not to be defeated
 - C. disillusioned by circumstances
 - D. detached from her surroundings

Continued

5. That Rene has an unrealistic attitude toward his life is suggested **most directly** in
- A. “He’s worked a few months here and there” (lines 44–45)
 - B. “He still dreams of going back on the road” (line 46)
 - C. “He doesn’t like his brother” (lines 48–49)
 - D. “He pours a drink for Bella and watches Jean” (lines 65–66)
6. The celebration following the successful hunting trip (lines 54 to 60) serves as
- A. a temporary reaffirmation of the family unit
 - B. a predictor of better times ahead for the family
 - C. an indication that Rene’s son will follow in his father’s footsteps
 - D. an opportunity for a lasting reconciliation between Rene and his wife
7. The statement that identifies the circumstance that has affected the family **most profoundly** is
- A. “Rene hasn’t had a real job in seven years” (line 44)
 - B. “He doesn’t like his brother and he’d rather not go” (lines 48–49)
 - C. “Rene tells the stories” (line 61)
 - D. “He pours a drink for Bella and watches Jean” (lines 65–66)
8. In characterizing Rene, the writer first describes Rene physically; then presents Rene’s actions and speeches; and finally, shows Rene through Jean’s eyes. The effect of this sequence is to allow the reader to
- A. see Rene as essentially a one-dimensional character
 - B. realize that Rene is merely a stereotypical underdog
 - C. condemn Rene as being a poor provider for his family
 - D. understand that Rene has strengths as well as weaknesses
9. Rene was called “ ‘Carload Bouchard’ ” (line 72) because
- A. his vehicle was stolen property
 - B. he was always trying to make a sale
 - C. he exaggerated his ability to sell goods
 - D. his trunk was always full of merchandise

II. Read the poem on page 4 of your Readings Booklet and answer questions 10 to 14.

- 10.** In context, the line “And then we sat and tried to count the stars” (line 6) suggests that childhood is a time of
- A. wonder and naivety
 - B. energy and arrogance
 - C. ignorance and foolishness
 - D. stubbornness and determination
- 11.** In the statement “They seemed so far, Untouched by any sentimental song Or speculations of astronomers” (lines 9 to 11), the speaker indicates that, when she was a child, the stars seemed to be
- A. unnaturally bright
 - B. mysteriously aloof
 - C. chillingly beautiful
 - D. impressively numerous
- 12.** The figure of speech used in lines 14 and 15 has the effect of
- A. emphasizing the children’s fear and apprehension
 - B. foreshadowing the children’s journey into adulthood
 - C. suggesting the children’s need for comfort and kinship
 - D. exaggerating the children’s ability to reflect and imagine
- 13.** The words “but I wish—Or half wish, maybe—I could find myself On a calm August evening” (lines 23 to 25) suggest that the speaker feels a sense of
- A. longing
 - B. frustration
 - C. wonderment
 - D. disappointment
- 14.** The **ultimate** wish conveyed by the speaker in lines 24 to 26 is the wish for
- A. love
 - B. wealth
 - C. adventure
 - D. innocence

III. Read the excerpt from the short story on pages 5 to 7 of your Readings Booklet and answer questions 15 to 21.

15. In this excerpt, the writer's use of dialect is indicated by dropped letters replaced by apostrophes. The use of this technique contributes **most** to the establishment of
- A. plot
 - B. irony
 - C. setting
 - D. theme
16. Throughout the excerpt, the references to the activity at the mine suggest **mainly** that, in this village, mining
- A. brings families together
 - B. is a challenging occupation
 - C. dominates the characters' lives
 - D. is very difficult but is predictable
17. The fact that Elizabeth is startled by the sound of the winding-engine (lines 2 to 4) indicates that she is feeling
- A. depressed
 - B. frustrated
 - C. impatient
 - D. anxious
18. Elizabeth "felt a slight flush of shame at the ultimate extravagance of the question" (line 31) because she was
- A. proud of her realistic manner
 - B. surprised at her own bluntness
 - C. terrified that her husband may be dead
 - D. sorry that she had embarrassed her mother-in-law

Continued

19. Elizabeth perceives that getting her husband “away from the drink and his hateful ways” (lines 44 to 45) is a “sentimental luxury” (line 46) because she knows that
- A. her husband is already doing the best he can
 - B. she cannot afford the time it would take
 - C. her mother-in-law will not help her
 - D. it is an unrealistic hope
20. The mother-in-law’s “lapses into silence” (lines 60 to 61) reflect her
- A. distress
 - B. forgetfulness
 - C. lack of understanding
 - D. refusal to communicate
21. The old woman’s reaction to the news of her son’s death can **best** be described as one of
- A. anger
 - B. outrage
 - C. anguish
 - D. bitterness

IV. Read the article on pages 8 and 9 of your Readings Booklet and answer questions 22 to 28.

22. The title of the article indicates that
- A. the world is becoming too dangerous
 - B. the planet has problems that cannot be solved
 - C. unmanageable problems overwhelm small children
 - D. small children are most interested in their own world
23. The examples that conclude the second paragraph (lines 24 to 29) serve to
- A. show that adults have become apathetic
 - B. show that children are attention-seekers
 - C. illustrate the magnitude of problems perceived by children
 - D. exaggerate the importance of problems affecting both adults and children
24. The idea that being perplexed by global issues as youngsters will affect people in later years is **most directly** suggested in
- A. “When students are overloaded, they become frustrated and frightened” (lines 68–70)
 - B. “When they think the problems they are being asked to consider are too much to absorb” (lines 70–72)
 - C. “And these are attitudes children often acquire early in their school careers” (lines 90–92)
 - D. “Frightened or apathetic children are not going to grow into the adults who will be able to solve the world’s problems” (lines 129–132)
25. In lines 85 to 90, the writer suggests that apathy is a result of
- A. diminished self-esteem
 - B. media emphasis on problems
 - C. observation of uncaring adult role models
 - D. the feeling that problems are insurmountable

Continued

26. The writer believes that children should be given the opportunity to learn by facing problems that are
- A. manageable
 - B. complicated
 - C. challenging
 - D. emotional
27. According to the writer, it would be appropriate to teach children about the problems of
- A. acid rain rather than pollution
 - B. tyranny rather than chemical weapons
 - C. littering rather than global garbage buildup
 - D. extinction of species rather than destruction of the rain forest
28. Which of the following statements **best** expresses the main idea of this article?
- A. The real problems of childhood are being ignored.
 - B. There are few solutions for complicated global issues.
 - C. Children should be introduced to complex issues gradually.
 - D. Teachers assume that children possess a maturity beyond their years.

V. Read Robin's e-mail and revisions on pages 10 and 11 of your Readings Booklet and answer questions 29 to 34.

- 29.** An error of usage in paragraph 2 that Robin has not yet corrected is
- A. “except” (*sentence 1*)
 - B. “principle” (*sentence 1*)
 - C. “to” (*sentence 3*)
 - D. “their” (*sentence 4*)
- 30.** In paragraph 2, Robin has revised the sentence beginning “Every time I turned around” (*sentence 3*). Robin’s reason for revising this sentence is to eliminate an irrelevant comment and to
- A. establish parallelism
 - B. vary sentence length
 - C. reduce the amount of detail
 - D. demonstrate subject–verb agreement
- 31.** While revising the second sentence of paragraph 3 in his e-mail to his cousin, Robin changes the words “pleased with” and “assisted her” in order to
- A. increase formality
 - B. avoid redundancy
 - C. appeal to his audience
 - D. indicate contrasting emotions
- 32.** In paragraph 3, Robin adds the words “This unit was related to the” in order to eliminate a
- A. verb tense error
 - B. run-on sentence
 - C. sentence fragment
 - D. verb agreement error

Continued

33. In paragraph 3, in the sentence beginning “I showed it” (*sentence seven*), Robin has replaced the pronoun “it” in two places in order to
- A. provide parallelism
 - B. eliminate vagueness
 - C. create reader interest
 - D. increase sentence length
34. Robin has placed quotation marks around “adopted” and “in charge” in paragraph 4 to indicate that
- A. the words are not meant to be understood literally
 - B. the phrases have been taken from the article
 - C. emphasis will be on specific knowledge
 - D. parallel ideas are being presented

VI. Read the poem on pages 12 and 13 of your Readings Booklet and answer questions 35 to 42.

- 35.** The speaker states that she first stops to watch the workmen because she
- A. likes to observe others at work
 - B. is critical of the men's carelessness
 - C. finds observing physical labour more appealing than attending class
 - D. is wondering whether or not the men will make an error in judgement
- 36.** Lines 18 to 29 create an image **primarily** of the
- A. workmen's strength and stamina
 - B. workmen's pleasure in their labour
 - C. challenge of the workmen's occupation
 - D. grace and intensity of the workmen's movements
- 37.** Word choices such as "flashing" (line 26) and "charged" (line 27) serve to convey the workmen's
- A. vitality
 - B. fatigue
 - C. boredom
 - D. humility
- 38.** In lines 29 to 37, the speaker acknowledges a contrast between
- A. truth and lies
 - B. reality and perception
 - C. strength and weakness
 - D. cooperation and isolation

Continued

39. The workmen's expertise and their familiarity with their task are emphasized in
- A. "tossing rectangles / of old or damaged asphalt" (lines 7–8)
 - B. "a red pickup parked / four floors below on the grass" (lines 11–12)
 - C. "They had / a rhythm going" (lines 17–18)
 - D. "Their bandannas, / fastened over nose / and mouth" (lines 18–20)
40. The speaker's attitude toward the workmen is **most directly** expressed in
- A. "two men / on top of the building next to mine" (lines 5–6)
 - B. "the whole torso / curving then straightening" (lines 22–23)
 - C. "Two men / in silhouette" (lines 37–38)
 - D. "like blue-work- / shirted angels" (lines 40–41)
41. That the speaker's expectation of error has become admiration of skill is **most clearly** conveyed in
- A. "I stopped / out of habit" (lines 13–14)
 - B. "There might have been / music" (lines 29–30)
 - C. "I couldn't see it" (line 35)
 - D. "From the ground, it was purely / beautiful" (lines 36–37)
42. The imagery in lines 37 to 44 serves to reinforce the speaker's perception that the workmen
- A. have risen above our usual human limitations
 - B. will be unable to avoid an accident
 - C. are competing with each other
 - D. are deliberately showing off

VII. Read the narrative on pages 14 to 16 of your Readings Booklet and answer questions 43 to 50.

- 43.** The title is appropriate **mainly** because it was in Saskatchewan that the boy
- A.** conversed with wild animals
 - B.** found a variety of books to read
 - C.** learned to communicate with the world around him
 - D.** had difficulty understanding English as well as Low German
- 44.** “Their logs shifted and cracked, talking” (line 28) is an example of a detail that enlivens the writer’s description by means of
- A.** irony
 - B.** simile
 - C.** exaggeration
 - D.** personification
- 45.** The writer uses figurative language to reveal the richness of the boy’s feelings in
- A.** “he lay in the angle of the house rafters at night listening to the mosquitoes” (line 7)
 - B.** “he heard her skin and warm apron smelling of saskatoon jam” (line 17)
 - C.** “he followed a quiet trail of the muskrat that had dented the snow” (lines 30–31)
 - D.** “he found their sluffing paw prints in the spring snow” (line 35)

Continued

46. The writer shows the boy's concern for the natural world **most directly** in
- A. "The boy, barefoot in the heat or trussed up like a lumpy package against the fierce, silver cold, went alone to the bush where everything spoke" (lines 2–4)
 - B. "he followed a quiet trail of the muskrat that had dented the snow with its tail between bullrushes sticking out of the slough ice" (lines 30–32)
 - C. "In summer he heard a mother bear talk to her cubs among the willows of the horse pasture, though he did not see them" (lines 33–35)
 - D. "he folded his hands over the huge, wet prints and whispered in Low German, 'Don't visit here any more. It's dangerous'" (lines 39–40)
47. The statement that **most emphatically** reveals the boy's sensitivity to his surroundings is
- A. "Everything spoke, and it spoke Low German" (lines 9)
 - B. "Rather, when he was alone he practised standing in the corners of walls" (lines 27–28)
 - C. "he scrambled to his feet; he thought she was speaking Low German" (lines 62–63)
 - D. "He has never imagined so many books" (line 66)
48. The school experience is different from what the boy expects because the teacher
- A. speaks English very well
 - B. demonstrates a caring attitude
 - C. has a pleasant-sounding voice
 - D. shares her books with everyone

Continued

49. The writer implies that the most important skill the boy will learn in school is
- A. reading
 - B. writing
 - C. speaking
 - D. viewing
50. In the statement “He will listen to those voices speaking now for as long as he lives” (line 83), “those voices” refer to
- A. books
 - B. nature
 - C. family
 - D. friends

VIII. Read the excerpt from a play on pages 17 to 20 of your Readings Booklet and answer questions 51 to 59.

- 51.** The initial conversation between Taylor, Martha, and Ruby (lines 1 to 13) establishes that Ruby
- A.** is a friendly and outgoing woman
 - B.** senses Taylor’s limited baking skills
 - C.** assumes that Taylor is a Cake-Walk judge
 - D.** is concerned about the lack of equity in the contest’s rules
- 52.** The stage direction in line 4 suggests that Taylor
- A.** hopes that he has not insulted anyone
 - B.** hopes that he has not been seen in the café
 - C.** is amused by Martha’s lack of interest in others
 - D.** is disappointed that Martha does not remember seeing him
- 53.** Martha admits that she and Ruby were being sexist when they
- A.** cast Taylor as a mate for Leigh
 - B.** believed that Taylor was a chef
 - C.** assumed that Taylor was not a competitor
 - D.** helped Taylor put on his contestant number
- 54.** Taylor’s description of the origin of the Cake-Walk competition (lines 37 to 39) indicates that “taking the cake” means
- A.** winning the prize
 - B.** doing the Cake-Walk
 - C.** allowing males to enter the contest
 - D.** escaping with the winning Cake-Walk entry

Continued

55. Taylor's hesitation to enter the Cake-Walk competition is reflected **best** in the quotation
- A. "I cook as a hobby and to survive" (line 28)
 - B. "This is an equal opportunity contest isn't it?" (lines 28–29)
 - C. "It began as a competition in Louisiana where waiters were awarded a cake for the best walk" (lines 37–38)
 - D. "I wanted to make sure that I wasn't upsetting some ancient women's ritual" (lines 41–42)
56. In the context of this excerpt, a stereotypical view of the male role is expressed **most strongly** in
- A. "We were being sexist. We deserved it" (line 25)
 - B. "Men have never been in the Cake-Walk before" (line 35)
 - C. "Men can keep their contests to themselves" (line 54)
 - D. "But none of this sissy cake stuff. It's not natural" (line 60)
57. The phrase "She's finally taking my advice" (line 86) **most likely** refers to Ruby's
- A. recommendation that Leigh leave the church
 - B. suggestion that Leigh help Taylor find his car
 - C. attempt to persuade Leigh to find a husband and settle down
 - D. attempt to persuade Leigh to enter her cake with Taylor's cake
58. Ruby's comment "Minorities always do when they call attention to themselves" (line 96) indicates that, in her view, minority groups are
- A. often egotistical
 - B. favoured in competition
 - C. driven to dishonest conduct
 - D. unfairly discriminated against
59. Dramatic irony is created when the audience is made aware of things that certain characters do not know. The detail that creates dramatic irony in this excerpt is that
- A. Leigh Cleary is a nun
 - B. Ruby Abel is a Cub Scout leader
 - C. Martha Britch is a Little League coach
 - D. Taylor Abbott is a professor of archeology

IX. Read the article on pages 21 to 23 of your Readings Booklet and answer questions 60 to 70.

- 60.** In the introduction (lines 1 to 6), the writer suggests that we choose either a costume or a disguise according to our
- A. culture
 - B. intention
 - C. education
 - D. occupation
- 61.** The writer's motive for wearing "disguises" is **best** revealed in
- A. "We all wear disguises" (line 1)
 - B. "Every salesman dressing for a client knows the drill" (line 4)
 - C. "to approach my prey close enough to cast the net" (lines 11–12)
 - D. "a uniform of their own" (lines 15–16)
- 62.** Which of the following statements illustrates a stereotype?
- A. "The simple act of dressing is disguising." (line 1)
 - B. "More than most groups, farmers are cautious of outsiders." (line 14)
 - C. "My farmer friends have worked a lifetime to learn their roles." (lines 82–83)
 - D. "Any man's work is a lifetime of learning." (line 85)
- 63.** In the context of lines 22 to 26, Tom Bauer's **primary** motivation for encouraging the writer's "attempts at camouflage" (line 23) was to
- A. claim the writer as a long-lost cousin
 - B. allow the writer to pose as a hired man
 - C. avoid explaining the writer's true purpose
 - D. suggest that census-taking was the writer's aim

Continued

64. The fact that the writer is aware that some of his readers may be offended by deer hunting is indicated in
- A. “The deer-hunting season, late fall, is a high point in Tom’s year” (line 31)
 - B. “a harvest as honest as his harvests of cattle and hogs” (line 33)
 - C. “Deer season brings Tom together with his brothers” (line 34)
 - D. “Tom arranged a blind for me beside a deer superhighway” (lines 43–44)
65. Tom’s **main** motivation for going deer hunting is to
- A. obtain food and experience family camaraderie
 - B. avoid work and enjoy outdoor cooking
 - C. relive happy events of his youth
 - D. commune with nature
66. The writer’s statement “I sat unmoving for two hours in the cold darkness” (line 45) reveals his awareness of the need for
- A. rest
 - B. patience
 - C. recreation
 - D. protection
67. The statement “Tom counseled me to alleviate my guilt” (line 51) suggests that Tom is
- A. caring
 - B. nervous
 - C. scholarly
 - D. judgemental
68. When Cowboy writes “‘I feel a little closer to my Maker’” (line 75), he means that he has
- A. realized his mortality
 - B. ignored the writer’s carelessness
 - C. had second thoughts about deer-hunting
 - D. become more curious about life after death

Continued

69. Tom's reaction to the incident "It was careless . . . and it'll remind us all to be careful" (lines 77 and 78) shows him to be
- A. critical and fearful
 - B. realistic but forgiving
 - C. naive and unsophisticated
 - D. indifferent but judgemental
70. As expressed in lines 84 to 86, the writer concludes **ultimately** that reliance upon "disguises"
- A. demands frequent revision
 - B. is effective most of the time
 - C. can be made ridiculous by emergencies
 - D. can be made dangerous by overconfidence

English 33: Part B

June 1999

